



**ESE/Student Services
Functional Behavior Assessment (FBA)**

| | | |
|----------------|---------------|---------------------|
| Student Name | Date of Birth | IEP/EPT Review Date |
| Student Number | School | Grade |

| | | |
|--|---------------------------|---------------------------------|
| BEHAVIOR OF CONCERN & ASSESSMENT METHODS | | |
| Define PRIORITY TARGET BEHAVIOR . Use <i>observable</i> <u>and</u> <i>measurable</i> terms. | | |
| Reason for Referral: | | |
| Priority Target Behavior Definition: | | |
| How Often Does this Behavior Occur: | | |
| <i>** Mark all relevant assessment methods and tools below **</i> | | |
| Existing Data to be Reviewed | | |
| Methods/Tools | Person Responsible | Completion Date/Initials |
| <input type="checkbox"/> IEP / EPT Review | | |
| <input type="checkbox"/> Cumulative Record Review | | |
| <input type="checkbox"/> Prior FBA Date(s): _____ <input type="checkbox"/> N/A | | |
| <input type="checkbox"/> Prior Intervention(s) <input type="checkbox"/> N/A | | |
| New Data to be Gathered | | |
| Methods/Tools | Person Responsible | Completion Date/Initials |
| <input type="checkbox"/> ABC Record of Target Behavior (required) | | |
| Target Behavior Baseline Data (minimum 1): | | |
| <input type="checkbox"/> Frequency Count / Event Recording | | |
| <input type="checkbox"/> Partial Interval Recording | | |
| <input type="checkbox"/> Duration | | |
| <input type="checkbox"/> Other: | | |
| <input type="checkbox"/> Teacher Interview / Survey #1 | | |
| <input type="checkbox"/> Teacher Interview / Survey #2 | | |
| <input type="checkbox"/> Parent Interview / Survey | | |
| Student Reinforcer Surveys (minimum of 1): | | |
| <input type="checkbox"/> Student Interview | | |
| <input type="checkbox"/> Parent/Teacher Interview | | |
| <input type="checkbox"/> Direct Observation | | |
| <input type="checkbox"/> Preference Assessment | | |

EPT or IEP team will meet next to review the above new data on: _____ (within 3 weeks)

ANTECEDENTS / SETTING VARIABLES FOR TARGET BEHAVIOR

Based on the data gathered and listed on Page 1, what broad **setting events** (e.g., curriculum, fatigue, diet, medicines, discomfort, etc.) may **increase** the likelihood of the **target behavior**?

WHERE is the target behavior **MOST** likely to occur?

- General Education Classroom ESE Classroom Hallways
 Cafeteria Other: _____

WHEN is the target behavior **MOST** likely to occur?

- Morning, *specify approx. time:* _____ Before/After School Lunch
 Afternoon, *specify approx. time:* _____ Other: _____

During what **SUBJECT** or **ACTIVITY** is the target behavior **MOST** likely to occur?

- Subject(s): _____ Seatwork Transitions
 Lesson Presentation Group Activities Unstructured Activities
 Task Explanations Other: _____

WHO is present when the target behavior is **MOST** likely to occur?

- Teacher(s):..... Male Female Peer(s):..... Male Female
 Staff:..... Male Female Other: _____

What **ENVIRONMENTAL FACTORS** may contribute to the behavior?

- Peer influence Classroom arrangement Anxiety
 Bullying/taunting by peers Length of class Misinterpretation of events
 Difficulty of the curriculum Length of bus ride Current reinforcement schedule
 Length of assignment Factors outside of school Lack of opportunity to practice skills
 Type of activity Other: _____

What **OTHER EVENTS** or **CONDITIONS** *immediately precede* the target behavior?

- Demand or Request Discipline/Redirection Other: _____
 Changes in Schedule/Routine Peer Comments Other: _____

Based on the data gathered and listed on Page 1, what broad **setting events** may **decrease** the likelihood or contribute to the absence of the **target behavior**?

WHERE is the target behavior **LEAST** likely to occur?

- General Education Classroom ESE Classroom Hallways
 Cafeteria Other: _____

WHEN is the target behavior **LEAST** likely to occur?

- Morning, *specify approx. time:* _____ Before/After School Lunch
 Afternoon, *specify approx. time:* _____ Other: _____

During what **SUBJECT** or **ACTIVITY** is the target behavior **LEAST** likely to occur?

- Subject(s): _____ Seatwork Transitions
 Lesson Presentation Group Activities Unstructured Activities
 Task Explanations Other: _____

WHO is present when the target behavior is **LEAST** likely to occur?

- Teacher(s): _____ Peer(s)
 Staff: _____ Other: _____

REINFORCING CONSEQUENCES (FUNCTION OF THE TARGET BEHAVIOR)

Based on the data gathered and listed on Page 1, what does the student seem to **obtain** after he/she demonstrates the target behavior? These may be clues to powerful reinforcers for the student that may be used to reinforce potential replacement behaviors.

The student **GAINS**:

- | | |
|--|---|
| <input type="checkbox"/> Teacher Attention | <input type="checkbox"/> Desired tangibles: _____ |
| <input type="checkbox"/> Peer Attention | <input type="checkbox"/> Desired Activity(s): _____ |
| <input type="checkbox"/> Sensory Stimulation | <input type="checkbox"/> Preferred person: _____ |
| | <input type="checkbox"/> Other: _____ |

The student **AVOIDS** or **ESCAPES**:

- | | |
|---|--|
| <input type="checkbox"/> Teacher Attention | <input type="checkbox"/> Non-Preferred Task/Activity: _____ |
| <input type="checkbox"/> Peer Attention: | <input type="checkbox"/> Non-Preferred Setting: _____ |
| <input type="checkbox"/> Sensory Stimulation: | <input type="checkbox"/> Difficult/Frustrating Task/Situation: _____ |
| | <input type="checkbox"/> Other: _____ |

Describe the strengths of the student (refer to the teacher and parent interviews)

After reviewing the information obtained from the student reinforce survey/assessment, what specifically does the student like?

SUMMARY STATEMENT (HYPOTHESIS)

Target Behavior

| When this occurs (Describe the antecedents) <i>Ex: When student overhears a peer say his name.</i> | The student does (Describe the target behavior) <i>Ex: he screams "shut up" across the room.</i> | To get or avoid (Describe the function of the students target behavior) <i>Ex: in an attempt to get them to leave him alone.</i> |
|--|--|--|
| | | |
| | | |

The EPT or IEP team has reviewed the data for this FBA on _____ (date).

Is additional observational data needed before the team writes a Behavior Intervention Plan? Yes No

A Behavior Intervention Plan will be developed on: _____ (date).